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**Newburn Manor Nursery School**

 **Literacy Policy**

 **April 2017**

**Reviewed April 2018**

RATIONALE:

We believe that the development and use of communication through reading and writing are at the heart of young children’s learning and we provide a caring, supportive atmosphere in which the children have the confidence and motivation to use these in every part of the curriculum.

*PURPOSE 1:*

*To provide opportunities for children to communicate thoughts, ideas and feelings through literacy.*

GUIDELINES:

* Practitioners play alongside and observe children, and plan for the best contexts for them to develop reading and writing
* Practitioners encourage and value all attempts at communication [verbal/non-verbal/in any medium]

*PURPOSE 2:*

To *incorporate communication and language development activities in each area of learning.*

GUIDELINES:

* Planning incorporates daily phonics activities
* All activities are relevant to aspects of the children’s lives in the setting, at home and in the community and are based on purposeful play
* Planning incorporates the whole learning environment, indoors and outdoors, for individuals and small and large groups.
* Planning identifies explicitly how language will be used, the related vocabulary and opportunities for reading and writing in all areas of learning

*PURPOSE 3:*

*To incorporate physical movement and practical experiences into literacy activities and to share a wide range of rhymes, music, songs, poetry, stories and non-fiction books.*

GUIDELINES:

* Practitioners provide opportunities for physical action and plan for experiences which engage many senses
* Resources are yearly audited and purchased to maintain good quality and wide range
* Non-verbal communication is valued

*PURPOSE 4:*

*To be aware of, and sensitive to, the needs of children for whom English is an additional language, using their home language when appropriate.*

*To plan opportunities for children to be aware of languages and writing systems other than English, and communication systems such as signing and braille.*

GUIDELINES:

* Resources and toys reflect the diverse world in which we live
* Staff use photographs and symbols in addition to the spoken word to ensure access to all experiences
* Practitioners build on children’s experience of print at home
* Appropriate support and resources are made available for children with English as an additional language or who need alternative communication systems

*PURPOSE 5:*

*To promptly identify and respond to any particular difficulties in children’s literacy development*

Guidelines:

* Practitioners use assessment and recording to identify the needs of all children
* By October practitioners plan for, and if necessary seek advice for educational need
* Planning is shared by all practitioners and specific education plans established

*PURPOSE 6:*

*To provide opportunities for children to see adults writing in an environment that reflects the importance of language through signs, notices and books.*

GUIDELINES:

* Children become familiar with their own names
* Practitioners encourage children to label their own work and be pro-active with displays
* Practitioners plan to model writing and encourage the children to join in with taking the register, writing lists etc.

*PURPOSE 7:*

*To encourage the children to experiment with writing, through making marks, personal writing symbols and conventional scripts.*

GUIDELINES:

* The environment is organised to promote experimentation
* There are planned opportunities to encourage the need for writing